

Performance Assessment:

Hunger in Vermont

Grades 11-12

Multidisciplinary Integrated Standards:

CCSS English Language Arts & Literacy

CCSS Literacy in Social Studies & Science

Next Generation Science Standards

VT PBGR Transferable Skills



Created by the VT Agency of Education, Secondary English Language Arts & Literacy Professional Learning Team (April, 2014):

Kris Breen, *Secondary ELA & Literacy Coordinator, VT AOE*

Gail Hall, *Secondary Science Coordinator, VT AOE*

Laura Baker, *Learning Disabilities Consultant, VT AOE*

Alysia Backman, *Literacy Coach, S. Burlington HS*

Maggie Eaton, *Consultant, Vermont Reads Institute at UVM*

Joe Rivers, *Social Studies Teacher, Brattleboro Middle School*

Christina Suarez, *Social Studies Teacher, Dept. Chair, Lake Region High School*

Overview

One person can positively impact change in their own community, however, sometimes a problem is so complex that it takes investigating from many different angles in order to propose viable solutions. When groups, councils, and organizations form to tackle problems, they can have a significant effect on outcomes. High school students can be powerful driving forces for positive change in their own communities. The Community Hunger Project established by Hunger Free Vermont created county specific Hunger Councils to rally local leaders to end hunger in their communities. Your charge is to present a proposal (in your choice of written or oral presentation formats) to your local Hunger Council that justifies the inclusion of a high school representative on that team. You will be exploring a variety of sources to build a written or oral argument that clearly proves how high school representation on the council will positively impact the problem of hunger in Vermont. By examining the causes and effects of hunger and analyzing and integrating information from a range of text sources, you will form a proposal which shows your understanding of:

- the effects of hunger on an individual's health and capacity to learn.

- how serious the problem of hunger is in your own county.
- what high school students can do to strengthen the success of community resources addressing the problem of hunger.

Standards Addressed

Formatively Assessed:

Reading Informational Text, Key Ideas and Details:

CCSS.ELA-LITERACY.RI.11-12.2

Determine two or more central ideas of a text and analyze their development over the course of the text, including how they interact and build on one another to provide a complex analysis; provide an objective summary of the text.

CCSS.ELA-LITERACY.RH.11-12.2

Determine the central ideas or information of a primary or secondary source; provide an accurate summary that makes clear the relationships among the key details and ideas.

CCSS.ELA-LITERACY.RST.11-12.2

Determine the central ideas or conclusions of a text; summarize complex concepts, processes, or information presented in a text by paraphrasing them in simpler but still accurate terms.

Reading Informational Text, Integration of Knowledge and Ideas:

CCSS.ELA-LITERACY.RI.11-12.7, CCSS.ELA-LITERACY.RH.11-12.7

CCSS.ELA-LITERACY.RST.11-12.7

Integrate and evaluate multiple sources of information presented in different media or formats (e.g., visually, quantitatively) as well as in words in order to address a question or solve a problem.

Speaking & Listening, Comprehension and Collaboration:

CCSS.ELA-LITERACY.SL.11-12.2

Integrate multiple sources of information presented in diverse formats and media (e.g.,

visually, quantitatively, orally) in order to make informed decisions and solve problems, evaluating the credibility and accuracy of each source and noting any discrepancies among the data.

Summatively Assessed in Culminating Performance:

Choice – Written

Writing, Text Types and Purposes:

CCSS.ELA-LITERACY.W.11-12.1.B, CCSS.ELA-LITERACY.WHST.11-12.1.B

Develop claim(s) and counterclaims fairly and thoroughly, supplying the most relevant evidence for each while pointing out the strengths and limitations of both in a manner that anticipates the audience's knowledge level, concerns, values, and possible biases.

Crosswalk: VT PBGR Transferable Skills 1. Clear and Effective Communication, b. Use evidence and logic appropriately in communication.

Choice – Oral/Presentation

Speaking & Listening, Presentation of Knowledge and Ideas:

CCSS.ELA-LITERACY.SL.11-12.4

Present information, findings, and supporting evidence, conveying a clear and distinct perspective, such that listeners can follow the line of reasoning, alternative or opposing perspectives are addressed, and the organization, development, substance, and style are appropriate to purpose, audience, and a range of formal and informal tasks.

Crosswalk: VT PBGR Transferable Skills 1. Clear and Effective Communication, a. Demonstrate organized and purposeful communication.

CCSS.ELA-LITERACY.SL.11-12.5

Make strategic use of digital media (e.g., textual, graphical, audio, visual, and interactive elements) in presentations to enhance understanding of findings, reasoning, and evidence and to add interest.

Crosswalk: VT PBGR Transferable Skills 1. Clear and Effective Communication, f. Use technology to further enhance and disseminate communication.

All Students – Written and Oral/Presentation

Language, Vocabulary Acquisition and Use:

CCSS.ELA-LITERACY.L.11-12.6

Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.

Next Generation Science Standards

HS-LS1-3. Plan and conduct an investigation to provide evidence that feedback mechanisms maintain homeostasis. [Clarification Statement: Examples of investigations could include heart rate response to exercise, stomate response to moisture and temperature, and root development in response to water levels.] [Assessment Boundary: Assessment does not include the cellular processes involved in the feedback mechanism.]

Big Ideas/Enduring Understanding

Social Studies: Individuals can positively impact change in their own communities.

English Language Arts: Readers and writers use different sources to gather information and write or present knowledge about a topic (e.g., summarizing main ideas and conveying complex ideas clearly and accurately).

Science: Feedback mechanisms can encourage (through positive feedback) or discourage (negative feedback) what is going on inside the living system. They maintain a living system's internal conditions within certain limits and mediate behaviors, allowing it to remain alive and functional even as external conditions change within some range.

Essential Questions

How does hunger impact an individual's health and capacity to learn?

How serious is the problem of hunger in your own county?

What can high school students do to strengthen the success of community resources addressing the problem of hunger?

How might inclusion of a high school student representative on your county's Hunger Council add to their success in addressing the problem of hunger in your community?

Culminating Performance – Written or Oral/Presentation

One person can positively impact change in their own community, however, sometimes a problem is so complex that it takes investigating from many different angles in order to propose viable solutions. When groups, councils, and organizations form to tackle problems, they can have a significant effect on outcomes. High school students can be powerful driving forces for positive change in their own communities. The Community Hunger Project established by Hunger Free Vermont created county specific Hunger Councils to rally local leaders to end hunger in their communities. Your charge is to create a proposal to your local Hunger Council to justify the inclusion of a high school representative on that team. You will be exploring a variety of sources to build a written or oral presentation that clearly proves how high school representation on the council will positively impact the problem of hunger in Vermont. By examining the causes and effects of hunger and analyzing and integrating information from a range of text sources, you will form an argumentative proposal which shows your understanding of:

- the effects of hunger on an individual's health and capacity to learn.
- how serious the problem of hunger is in your own county.
- what high school students can do to strengthen the success of community resources addressing the problem of hunger.

Content/Sources

1. **Online text, web resource:** *The Human Brain*. The Franklin Institute, Resources for Science Learning
<http://www.fi.edu/learn/brain/micro.html>
2. **Online text, magazine article:** *Prime Your Gray Cells - Have You Fed Your Brain Today?* Psychology Today, Sept., 2011.

<http://www.psychologytoday.com/blog/prime-your-gray-cells/201109/have-you-fed-your-brain-today>

3. **Data/statistics, web resource:** “Statistics by County” - Hunger Free Vermont website

<http://www.hungerfreevt.org/learn/statistics>

4. **Blog:** “The 2014 Farm Bill Means More Hunger and Struggle for Vermonters,” Hunger Free Vermont blogspot - by Marissa Parisi, Executive Director, Feb., 2014.

<http://hungerfreevt.blogspot.com/2014/02/the-2014-farm-bill-means-more-hunger.html>

5. **Video:** “Vermont embraces gleaning as way to reduce hunger” - NECN website: video and article, Oct., 2013

<http://www.necn.com/10/02/13/Vt-embraces-gleaning-as-way-to-reduce-hu/landing.html?blockID=854151>

6. **Online text, newspaper article:** “Farm to school is flourishing in Vermont” - Burlington Free Press website, June, 2011.

<http://www.burlingtonfreepress.com/article/20110624/LIVING06/110623020/-1/FOOD/Farm-school-flourishi>

Formative Tasks & Formative Assessment Opportunities – Student Interaction with Sources/Content

Content/Source 1. Online text, web resource: *The Human Brain*. The Franklin Institute, Resources for Science Learning

<http://www.fi.edu/learn/brain/micro.html>

Group 1 Question:

- How does our body counteract the presence of excess free radical molecules in our cells?

Notes:

Group 2 Questions:

- How do specific vitamins help to maintain brain health?
- What evidence is cited to support the importance of anti-oxidants to brain health?

Notes:

Group 3 Questions:

- How does a healthy diet help the breathing process?
- What happens to the lungs when cigarette smoke is present?

Notes:

Group 4 Question:

- Why is eating an apple “better than taking a vitamin pill”?

Notes:

Group 5 Questions:

- Why do our brains need magnesium?
- How does the nutrient magnesium help our brain to function?

Notes:

Group 6 Question:

- What foods provide the most useful sources of magnesium?

Notes:

Thought Question/ Group Discussion:

What is the effect of insufficient nutrients and lack of oxygen on brain function and learning?

Source 1: Teacher Created Formative Assessment Opportunities– Reading, Text-Based Questions, Discussion

Content/Source 2. Online text, magazine article: *Prime Your Gray Cells - Have You Fed Your Brain Today?* Psychology Today, Sept., 2011.

<http://www.psychologytoday.com/blog/prime-your-gray-cells/201109/have-you-fed-your-brain-today>

Brochure Criteria:

You and a partner are challenged to create a mini-brochure advertising the advantages that consuming “brain foods” provides for thinking and survival. It could be called a “Brain Food Guide.”

In your brochure be sure to include the following (not necessarily in this order):

- Identify foods considered to be 'brain foods'.
- Identify the critical nutrients in those foods.
- Include a description of the effect of those key nutrients on the brain cells.
- Explain the relationship between presence of nutrients and human behavior/survival (feedback).
- Present these facts in an engaging manner to encourage the reader to include these foods in their diet.

Writing: After reading "Prime Your Gray Cells" and discussing "The Human Brain," construct an argument using evidence from these two articles to explain how nutrition choices can create a feedback mechanism that affects brain power and human survival.

Source 2: Teacher Created Formative Assessment Opportunities – Reading, Writing

Content/Source 3. Data/statistics, web resource: "Statistics by County" - Hunger Free Vermont website

<http://www.hungerfreevt.org/learn/statistics>

Supports/Close Read

"How strong is the safety net in your (Orleans) County?"

Identify	1) According to the ENFE Program Educator, using both quotes and in your own words, what are the two main reasons that food assistance programs don't work or aren't enough?
Understand	2) Choose three statistics from the site and explain why they are significant examples of need in Orleans County.
Evaluate	3) How might some of these statistics provide an incomplete picture of hunger in Vermont? What other information might be needed?

1. Examine the primary source and answer the questions individually.
2. Then, turn and talk to a neighbor and compare your responses.
3. Engage in a full class discussion regarding question #3.

Source 3: Teacher Created Formative Assessment Opportunities– Reading, Discussion

Content/Source 4. Blog: “The 2014 Farm Bill Means More Hunger and Struggle for Vermonters,” Hunger Free Vermont blogspot - by Marissa Parisi, Executive Director, Feb., 2014.

<http://hungerfreevt.blogspot.com/2014/02/the-2014-farm-bill-means-more-hunger.html>

Supports/Close Read

What is the author’s intention for writing?	
What arguments claim benefits of the bill?	
What evidence is provided to support the author’s position?	
What counter-claims does the author address in the article?	
How do the arguments in this document support, broaden or conflict with evidence in Document B - “Statistics by County?”	
What avenues for local action does this article infer ?	

1. Skim the article and identify any words or domain terms you do not know. [Terms like “congressional delegation” and “loophole” are the most likely and need to be related to students’ prior knowledge of the legislative process.]
2. As a class, briefly review the process of how a bill becomes a law. [Students should be accessing prior knowledge.]
3. Read the article aloud as a class. [Students in need of accommodations should complete steps 1 – 3 with assistance prior to attending class.]

4. If using this assessment formatively, assign students to groups and have them work through the questions independently, checking in with each as appropriate.

Source 4: Teacher Created Formative Assessment Opportunities – Reading, Text-Based Questions, Discussion

Content/Source 5. Video: “Vermont embraces gleaning as way to reduce hunger” - NECN website: video and article, Oct., 2013
<http://www.necn.com/10/02/13/Vt-embraces-gleaning-as-way-to-reduce-hu/landing.html?blockID=854151>

Guiding Questions: (scaffolding, as needed)

1. What is gleaning?
2. What does it mean to be food insecure?
3. How many households in the US are food insecure? What is the proportion of people in Vermont that don't get enough food?
4. Many vegetables are grown but not picked. Why do farmers pick extra crops?

Question for the group:

Gleaning is one piece of a great big puzzle in dealing with hunger in Vermont. Using facts from the video, explain how gleaning contributes to dealing with hunger and state/ explain why this kind of solution is/ might be useful to Vermonters.

Source 5: Teacher Created Formative Assessment Opportunities – Listening, Discussion

Content/Source 6. Online text, newspaper article: “Farm to school is flourishing in Vermont” - Burlington Free Press website, June, 2011.
<http://www.burlingtonfreepress.com/article/20110624/LIVING06/110623020/-1/FOOD/Farm-school-flourishi>

What evidence does the author give that school gardens are a win-win for everyone?	
Summarize the research the author uses to support the central themes of this text.	
Which credible evidence in this text is most relevant and useful to supporting your argument of high school student representation on your county's Hunger Council?	

Source 6: Teacher Created Formative Assessment Opportunities – Reading, Text-Based Questions, Discussion

Summative Assessment Tool

Continuum of Progress: Indicator	1	2	3	4
<p><i>Presentation of knowledge and ideas to support argument</i></p> <p>CCSS <i>Speaking & Listening</i> SL.11-12.4</p> <p><i>Culminating Performance-ORAL PRESENTATION</i></p>	<p>Response may be related to the argument but may offer little relevant detail:</p> <ul style="list-style-type: none"> little information, findings, and supporting evidence opposing perspectives not addressed organization, development, substance, style ambiguous to audience 	<p>Somewhat sustained argument, may have a minor drift in focus:</p> <ul style="list-style-type: none"> information, findings, and supporting evidence insufficiently sustained opposing perspectives may not be adequately addressed organization, development, substance, style may not be appropriate to audience 	<p>Adequately sustained argument, generally focused:</p> <ul style="list-style-type: none"> information, findings, and supporting evidence follow a clear line of reasoning opposing perspectives adequately addressed organization, development, substance, style appropriate to audience 	<p>Fully sustained argument, consistently & purposefully focused:</p> <ul style="list-style-type: none"> information, findings, and supporting evidence clearly stated, focused and strongly maintained alternate or opposing claims are clearly addressed exemplary organization, development, substance, style geared toward audience
<p><i>Strategic Use of Digital Media</i></p> <p>CCSS <i>Speaking & Listening</i> SL.11-12.5</p> <p><i>Culminating Performance-ORAL PRESENTATION</i></p>	<p>Presentation minimally utilizes digital media; does not assist in understanding of findings, reasoning, and evidence</p>	<p>Presentation makes inconsistent or irrelevant use of digital media to enhance understanding of findings, reasoning, and evidence</p>	<p>Presentation adequately utilizes digital media to enhance understanding of findings, reasoning, and evidence</p>	<p>Presentation strategically utilizes digital media to enhance understanding of findings, reasoning, and evidence, adding interest</p>

<p><i>Elaboration of Evidence</i></p> <p>CCSS Writing W.11-12.1b WHST.11-12.1.b</p> <p><i>Culminating Performance-WRITING</i></p>	<p>Response provides minimal support/evidence for the writer's claim (argument) that includes little or no use of sources, facts, and details:</p> <ul style="list-style-type: none"> • use of evidence from sources is minimal, absent, in error, or irrelevant 	<p>Response provides uneven, cursory support/evidence for the writer's claim (argument) that includes partial or uneven use of sources, facts, and details, and achieves little depth:</p> <ul style="list-style-type: none"> • evidence from sources is weakly integrated, and citations, if present, are uneven • weak or uneven use of elaborative techniques 	<p>Response provides adequate support/evidence for the writer's claim (argument) that includes the use of sources, facts, and details. The response achieves some depth and specificity but is predominantly general:</p> <ul style="list-style-type: none"> • some evidence from sources is integrated, though citations may be general or imprecise • adequate use of some elaborative techniques 	<p>Response provides thorough & convincing support/evidence for the writer's claim (argument) that includes the effective use of sources, facts, and details. The response achieves substantial depth that is specific and relevant:</p> <ul style="list-style-type: none"> • use of evidence from sources is smoothly integrated, comprehensive, relevant, and concrete • effective use of a variety of elaborative techniques
<p><i>Energy Performance Expectations</i></p> <p>NGSS HS-LS1-3</p>	<p>Does not understand the impact of feedback mechanisms on human body systems.</p>	<p>Developing an understanding of the impact of feedback mechanisms on human body systems.</p>	<p>Understands the impact of feedback mechanisms on human body systems.</p>	<p>Understands the impact of feedback mechanisms on human body systems and demonstrates knowledge of implications.</p>
<p><i>Conventions & Voice</i></p> <p>CCSS Language L.11-12.6</p>	<p>Expression of ideas is vague, lacks clarity, or is confusing:</p> <ul style="list-style-type: none"> • uses limited academic or domain-specific vocabulary • may have little sense of audience and purpose 	<p>Response expresses ideas unevenly, using simplistic language:</p> <ul style="list-style-type: none"> • use of academic domain-specific vocabulary may at times be inappropriate for the audience and purpose 	<p>Response adequately expresses ideas, using mix of precise with more general language; some sense of audience and purpose:</p> <ul style="list-style-type: none"> • use of academic and domain-specific vocabulary is generally appropriate for the audience and purpose 	<p>Response clearly and effectively expresses ideas, using precise language:</p> <ul style="list-style-type: none"> • use of academic and domain-specific vocabulary is clearly appropriate for the audience and purpose